MINUTES

P-20 Longitudinal Data System Advisory Council
May 29, 2014, 1:30 – 4:00 p.m.
Michigan Library and Historical Center- Lake Superior Room

Council Members Present: James Dwyer - Higher Education
Amy Fugate - Community Colleges
Toni Glasscoe - Community Colleges
James Gullen - Public Schools
Leena Mangrulkar - Public Schools
Kristina Martin - Public Schools
Michelle Ribant - Public Schools
Laura Schartman - Higher Education

Council Members Absent: Jeffery Guilfoyle - General Public
Glenna Schweitzer - Higher Education
John Summerhill - Public Schools

Ex Officio Members Present: David Judd - MDE
Robbie Jameson - SBO
Laurie Westfall (alternate present) - DTMB
Anne Wohlfert (alternate present) - Treasury

Ex Officio Members Absent: Christine Quinn - BWT
Karen Roback - ECIC

CEPI Representatives: Trina Anderson
Paul Bielawski
Melissa Bisson
Rob Dickinson
Tom Howell

I. **Welcome** – Tom Howell (Center for Educational Performance and Information (CEPI))
   - The meeting was called to order at 1:34 p.m. with a welcome by Tom Howell. Tom introduced himself and then thanked everyone for coming.

II. **Prior Meeting Minutes** – Tom Howell
   - An overview of the minutes for the prior meeting held on March 6, 2014 was provided:
     o **Leveraging the Regional Data Initiative (RDI) Results**
       ▪ Michelle Ribant (Eastern Upper Peninsula (UP) Intermediate School District (ISD)) talked about her ISD's piece of the RDI project: taking the data that is in the Data Director and folding in the pre-kindergarten (PK) and Great Start Readiness Program (GSRP) data into those datasets until 3rd-grade.
       ▪ Michelle showed tables of cohorts of students and how these students performed on the MEAP. In general, these cohorts have a higher percentage of students who are proficient in reading and math compared to all students in the state. The results seem to suggest that participating in the GSRP and Head Start programs makes a positive

difference in student MEAP reading and math (except for Head Start in math) performance later on.

- Benefits of this project are that teachers received data to help modify and improve programs/instruction and it enabled more timely use and sharing of PK data.
- James Gullen (Macomb ISD) discussed the project he participated in, which had six ISDs brought together because they used Pearson. This project fell short of their promises due to several challenges. Benefits of the project was that the leadership in these schools got together to discuss data issues. Emphasis on starting small and establishing a process was helpful in making sure all stakeholders were on the same page. This process can be leveraged when more initiatives are introduced.
- Kristina Martin (Macomb ISD) finished the presentation by discussing their project, which was to connect first year K-12 teachers with their college preparation mentor to discuss teacher preparation and success as a teacher. All participants enjoyed the experience. Those projects that were started under the grant are trying to be maintained without that financial support. In Macomb ISD, The RDI money was well spent and was a starting point, but sustainability is an issue.
- The Council discussed the experiences the speakers had in working with the local schools to get their involvement.

- ○ **K-12: MI School Data Demo**
  - Paul Bielawski (CEPI) demonstrated reports for:
    - Student Attendance – a postsecondary report was shown demonstrating how many students transfer from one college to another. This report is "live" and CEPI has received great feedback.
    - Student Pathways – a secure "report" providing individual-level data for the student after enrolling in college. The next step for this report is to build a user interface. Logging in to the secure site will then bring the user to a dashboard, where the dashboard can be manipulated instead of the large data file.
    - Educator Evaluation – a secure report showing the evaluation that school districts did to rate their educators, not an outside evaluation based on student growth.
    - Regional Views – a legislative district report to overview key data for schools in that district. Next goal is to do this by county and city.
    - Financial Reports – a report showing: 1) expenditures, 2) revenues and 3) balance sheet. A challenge is that there is a lot of accounting language used in these reports that the general public might not easily understand.
    - Paul finished his presentation by briefly mentioning that his team is working on K-12 staffing reports.

- ○ **Early Childhood: Race to the Top-Early Learning Challenge Grant**
  - Jeremy Reuter (Michigan Department of Education-Office of Great Start (MDE-OGS)) began by mentioning that the OGS was awarded the four-year $51.7 million dollar grant. The next step is to focus on the Statement of Work.
  - The three data connection focus areas are Head Start, GSRP and childcare subsidy data that are already collected.
  - Another important step is to build out the early childhood reports on MI School Data.

- ○ **Workforce: New Initiatives**
  - Jason Palmer (Labor Market Information & Strategic Initiatives (LMI & SI)) was not able to attend, so Melissa Bisson from CEPI previewed the initiatives Jason and his team will speak to today.

- o **Postsecondary: Looking at Workforce Data Differently**
  - ▪ Brian Jacob (Gerald R. Ford School of Public Policy - University of Michigan (UM)) discussed how labor market information can be linked to education data to answer things such as: 1) does college major choice respond to changes in wages, 2) the economic returns to community college (CC) degrees and certificates, and 3) the economic benefits of starting at a university vs. a CC. The Michigan Center for Analysis of Postsecondary Education and Employment is a collaboration between the UM, Macomb CC, Oakland CC, Jackson CC, Washtenaw CC and Alpena CC focused on exploring topics such as those.
  - ▪ This group used transcript data obtained from these CC's and used the Social Security Number (SSN) to link to unemployment insurance (UI) wage records. Some of the results are: 1) most Associate's Degrees were in liberal arts, with few in vocational technology, 2) most certificates were in health and vocational technology, with business as the lowest, 3) liberal arts had the worst earning gains by field of study, whereas health had the highest, and 4) students will fare better in the job market if they get a specific degree rather than a "general studies" degree.
  - ▪ Brian finished his presentation with a call for the need to automate the links between CC data and UI data and presented a proposed plan.
  - ▪ The Council discussed how the automated process would be possible in Michigan. This project could be used as a proof-of-concept.

- o **Workforce: Workforce Longitudinal Data System (WLDS) Update**
  - ▪ Vern Westendorf (Workforce Development Agency (WDA)) mentioned that the project is hoping to start the unique identification code (UIC) linking process with CEPI. Key office representatives are determining what should be answered from the WLDS by connecting workforce training programs with education data, what data elements are needed and timelines.
  - ▪ There is intent to pursue a grant to help collect the SSN from Michigan colleges by WDA and then CEPI can connect to the education data with the UIC.
  - ▪ The Council discussed sustainability of the WLDS and long-term funding as an ask for the legislature. The Council then mentioned the need to define what 'success' is and to keep focused on the research questions that were vetted by various groups. Also, having WDA obtain the driver's license number would help ensure a more complete population, as that is how we could connect workforce data to the K-12 education data for those students who did not go to college.

- Tom asked for the motion to approve the minutes.
- A motion to approve the minutes was made by Amy Fugate.
- The motion was seconded by Laura Schartman.
- The minutes of the meeting held on March 6, 2014 was approved by unanimous consent of the Council.
- Tom mentioned that Executive Order 2014-6 is now in effect. He suggested that members provide recommendations to vacancies which still need to be filled and things such as flexibility of term lengths.
- Tom briefly covered the agenda for this meeting.

III. **Workforce:** New Initiatives at the Bureau of Labor Market Information and Strategic Initiatives (LMI & SI) – Kevin Doyle and Ryan Gimarc (LMI & SI Economic Analysts)

- Kevin and Ryan began their presentation introducing the audience to who LMI & SI is--a bureau within the Department of Technology, Management and Budget responsible for the development of Michigan's LMI program. Generally, LMI & SI produces and publishes the official labor force statistics for Michigan and regional markets. One office is located in Detroit to focus on data production and another office in Lansing to conduct the research.
- The bureau regularly produces Michigan specific data on:
  - Labor market (e.g., unemployment rate, industry and occupational employment, wage data, and short- and long-term projections)
  - Economic and workforce indicators and insights
  - Labor market news
  - Key labor market and economic metrics
  - Real-time labor demand
- For a summary of who LMI & SI is and the regular products produced, please visit their Web site at: http://www.milmi.org. Their office just put out the 2020 projections.
- Then, the speakers provided a summary of current initiatives:
  - **Prosperity Region Reports** – Labor market information for the 10 regions on demographics, migration, labor force and unemployment, commuting patterns, occupational outlook and real-time demand (e.g., top advertising employers and occupations, and education requirements and location of labor demand).
  - **Youth and Young Adult Study** – Last month the LMI & SI published their study of youth and young adult (14-34 year olds) employment and unemployment in the state's labor market. This study employs mixed-methods to tackle the pressing issues of record high youth joblessness and labor market inactivity. Examined were demographics, migration, and labor force trends, time use, industry and occupational employment, youth job outlook, skills outlook, part-time work and educational attainment.
    - Results indicate that youth are typically employed in lower-paying occupations that require less training. Labor force participation rates have been falling. The youth jobless rate was especially high during the recent recession. More youth have been leaving Michigan than entering it since 2005, but this trend is slowly reversing. Afterwards LMI & SI conducted focus groups in Grand Rapids to ask youth and young adults why they saw some of the results that they did.
  - **Cluster Updates** – Updated information and analysis of the clusters' key occupations, as well as fact sheets for each key occupation in the clusters.
  - **STEM Skills Study** – This study dives deeper than ever before into labor demand for Science, Technology, Engineering and Math (STEM) occupations, identifying education, training, experience requirements as well as tools, technology, software and other demanded characteristics. It will have the supply side (e.g., college grads), but will mostly be focused on the demand side.
  - **Workforce Pipeline Project** – LMI & SI is working on a tool that connects information about occupational employment today and tomorrow with a world of relevant labor market and related data. This project is intended to provide users with a full array of information about an occupation, complete with printable reports. This project is intended to complement the work of the P-20 data connection.

    - The Council discussed ensuring we are all using the same STEM list, so the source of the STEM relative to occupations should be listed on all reports. The Council was also pleased to see the work being done, as it will help everyone at the table during these discussions.

IV. **Workforce:** Workforce Longitudinal Data System (WLDS) Update – Vern Westendorf (Workforce Development Agency (WDA))

- The WLDS project is half way through the unique identification code (UIC) linking process with CEPI. 1.3 million records had to be matched, so four temporary WDA staff members were hired to get this done.
- There was a meeting with CEPI, Licensing and Regulatory Affairs (LARA) and LMI & SI offices to determine what we want answered from the WLDS, what data elements are needed and timelines. The general process is for WDA to send one large data table with personally identifiable information removed for LMI & SI to do the analysis. The results will be displayed on the MI School Data site.

    - The Council discussed how great it is to see the silos going away amongst the agencies. Although we are making great strides with connecting data, getting researchers to work with it is a challenge. We need to build and expand on the relationships with our current research partners to get great studies conducted with such a rich dataset. Tom briefly mentioned that those talks are underway with our research partners, but it is still in the early stage.

V. **Early Childhood:** Early Learning Challenge Grant Update – Jeremy Reuter (Michigan Department of Education-Office of Great Start (MDE-OGS))

- Jeremy began by mentioning that the grant process is like a rollercoaster: it takes a long time to go up (assembling all the pieces and writing the grant) and now the OGS is sitting at the top and updating the statement of work so the money can be distributed. Then, the fast downward momentum will begin.
- A project manager was hired to oversee and coordinate the seven projects.
- Met with CEPI regarding the data that exists and what we will get from our stakeholders.

    - The Council discussed how the grant will be evaluated based on what is provided in the grant as a guideline.

VI. **Postsecondary:** College Keyholders – Laura Schartman (Oakland University)

- Laura briefly introduced the difficultly some postsecondary institutions are having with granting permissions at their colleges for accessing the secure P-20 data. She was wondering if some guidelines for keyholders could be offered in terms of a process for determining who should have secure access because these are sensitive data that our institutions currently do not have.

    - The Council discussed three issues that emerged: 1) process, 2) sensitivity of these data and 3) how broadly data should be shared. First, CEPI will work with a broader set of stakeholders to document process and best practices and make available for others. Process discussions will also clarify the role of the keyholder. Second, CEPI can facilitate conversations on the data a college has access to at the institution relative to the data being supplied in the secure reports. Third, CEPI will post what data is available to access so potential users know before asking a keyholder for secure access. Fourth, CEPI will try to make the three sites (CEPI site, MISchoolData.org and the researcher

site on the MDE webpage) clearer for the user seeking to get secure P-20 data. Lastly, more Family Educational Rights and Privacy Act (FERPA) resources will be made available on the MISchoolData.org site to clarify how data can be used.

VII. **MSLDS:** Information Tunnel – Thomas Howell (CEPI)
- Mike McGroarty was unavailable to discuss this topic, so Tom presented the material. Tom mentioned the need for secure data at the student level to be provided to parents. Currently, we do not have the ability to provide data like that to parents. A new project that can help us to accomplish that is something known as the Information Tunnel. Using Georgia's model (a leader in this area), here is how it could work:
  o The local school/district student information system (SIS) has a portal for parents/guardians to log into.
  o Parents/guardians log into the portal to see local information on their children.
  o Parents/guardians click on a menu selection within the SIS portal to view a student-level report, which is hosted at the State.
  o The local school/district server authenticates with the State server and requests the report passing the student parameters.
  o The State server authorizes that the local school/district SIS can view the student's data, renders the report and passes back the report as an HTML.
  o The local school/district server receives the HTML and displays it inline within the parent's local school/district SIS browser.
  o All data are stored on the State server.
  o CEPI is working with the MDE assessment office on designing the first pilot report.

    ▪ The Council discussed the interest in this functionality and is eager to learn of updates as the project unfolds.

The Council recessed for a 10 minute break.

VIII. **PK-12:** Technology Readiness Infrastructure Grant (TRIG) – Tim Hall (TRIG Project Director) and Don Dailey (Systems Project Manager)
- Tim began his presentation mentioning that we've been mandated to do online testing and there are a lot of varied and complex issues around that such as getting every school and student tech ready. The TRIG focus is to develop or improve a district's technology infrastructure such as hardware and software in preparation for the planned implementation in 2014-15 of online growth assessments.
- 2014-15 will see online test taking, but a paper-pencil option will still be available for a few.
- The intent is to ensure schools avoid encountering issues during test time, so the project is not waiting to be implemented right before test time; implement now and get the issues fixed.
- An important goal is for all schools to be ready for online testing.
- To begin, other states' best practices were used. One option is to handle one issue at a time; technology/hardware, bandwidth and then train the teachers. This was deemed ineffective, as time is also of the essence. Plus, you can't really do one without the other. Thus, Michigan chose a holistic approach to do these tasks together instead of in pieces. A challenge is that it is more complex, but the project can move forward more quickly.
- The overarching goals of the TRIG are:

- o Develop and implement collaborative, purchasing arrangements for statewide network services and personal learning and assessment devices.
  - o Establish sustainable, cost effective collaborations for sharing technology and data-related services to assist schools and districts to become "test ready."
  - o Build the capacity of educators at ISDs, public school districts and public school academies to effectively plan and implement online assessments and "Any Time, Any Place, Any Way, Any Pace" learning.
  - o Competitively award a whole-school technology pilot with a focus on economic and demographic diversity.
- The grant provides funding and a mechanism to get this work done. The three areas the ISD consortium leadership is working together on is: connectivity, collaborative services and professional learning. The connectivity is the State Education Network (SEN).
- The vision of the SEN is to: 1) have all Michigan K-12 schools have zero limits on bandwidth usage and seamless access to data center services and 2) make sure all students in the state have the resources needed to be technology ready for their future.
- By December 2014 the goal is to have all ISDs connected (phase 1). This is not a new build. We just need to make it work on wide area networks. Then, the districts will be connected (phase 2). To accomplish this, districts will be connected using the SEN, not a commercial internet. Another added feature is that the SEN will be secure and there will be no more internet crashes. The SEN has tremendous potential.
- Today 78% of schools and 48% of districts are ready.
- Part of the collaborative services includes device purchasing. The vision is to ensure that all have the capability to participate in online assessments and high quality online learning experiences. A success of the device purchasing endeavor is that it generated over $15,000,000 in savings statewide. It also provided $30,000,000 in direct benefits such as direct funds, cost savings and incentives on devices.
- E-Rate is another part of the collaborative services. The vision is to provide cost savings for districts to acquire the internet access bandwidth needed for online assessments. We are not looking for bandwidth for testing only. We want to get rates down so day-to-day lessons can happen and work. We want to have teachers avoid creating two lesson plans (one for when technology works and one for when it doesn't). Right now not all schools can pay for all students to log on. We want to make it affordable. SEN works hand-in-hand with the carriers to provide the same E-rate regardless of where the school/district is located.
- The Michigan Technology Readiness Assessment (MTRAx) is part of the professional learning piece. Don discussed the vision, which is to provide districts a method to measure their readiness for online testing. A great benefit of this tool is that technology directors will no longer have to keep asking for "more stuff," now the numbers will be there to support their case.
- Assessment and curriculum is another part of the professional development component. The goal is to provide schools with knowledge, skills and resources to use data from assessments to inform instructions and support student learning. Examples are teaching a teacher what a technology classroom looks like. If we get the teacher comfortable, the student will be comfortable come testing time; it will just be another visual activity in their day.
- Classroom readiness is the last part of professional development. The vision is to prepare Michigan educators to increase their technology proficiency, plan and implement online assessments and provide "Any Time, Any Place, Any Way, Any Pace" learning.
- Data systems integration is the last part of the collaborative services. The vision is to streamline the use of educational information statewide related to common data and common solutions. It will take the Common Education Data Standards (CEDS) so all will use common language. A goal is to get all districts to provide cleaner data to CEPI. Successes: 1)

identified 26 pilot districts that represent all of the SISs in the state, 2) the ISD/vendor programmers have been trained to create the connectors, 3) Ed-Fi was selected as the common exchange format and 4) a data hub conceptual model was established.

- The Council discussed the sustainability of the projects after the grant is done. The most sustainable piece is the collaboration that was built statewide; that will not go away. The Council was impressed by the successes already obtained and looks forward to seeing 100% of our schools and districts being technology ready for online assessments.

IX.   Roundtable
- The meeting ran long and left no time for the roundtable.

- Tom Howell thanked everyone for their contributions.
- The next meeting is scheduled for September 25, 2014.
- 4:03 p.m. meeting adjourn.